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CIRT NEWS - November 2017

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Faculty Spotlight: Using Qualtrics to Create Interactive Scenario Assignments

Director's Message: 2017 Technology Surveys Debrief

Upcoming Events

Digital Thinking: Faculty Bio Tool

Best Practices Online: Video in Arc

Canvas News

Reminder: OER Initiative

2nd Annual DHI Projects Showcase

Canvas 24 Hour Support

Faculty Spotlight: Using Qualtrics to Create Interactive Scenario Assignments

Featured Faculty Member: Dr. Andrew Thoeni, Instructor, Department of Marketing and Logistics

► Listen

For his Principles of Marketing (MAR 3023) class, Dr. Thoeni wanted to create a progressive assignment that simulated the process of marketing a musical group. Each stage is done as an in-class exercise so students can ask questions that are relevant to their individual project. Students then use a link to submit their answers via Qualtrics. The choices students made at each stage of the scenario would determine the feedback and choice they had in future scenarios. The scenarios needed to allow for a range of possible outcomes based on each selection.



class.

For example, the first assignment directs students to select a promotional channel, such as social media, magazine, TV, or Web ads. If the choice to market using the web has a response rate of 0.4% but a reach of 80%, students need to make tradeoffs. In addition, a success factor is randomly applied to simulate problems that normally occur when new products are rolled out to the market. Two students may select the same promotional channel but one might be more successful due to a better ad. Those response rates are shown to the students in the next assignment and students adapt to the market reality by making new choices in another facet of marketing, and so on. Students receive feedback on their choices that help them learn to apply concepts taught in

Thoeni created a planning document containing all of the instructions, questions, and ranges of outcomes, for each assignment in the scenario using Excel. He then came to CIRT first with some technical questions about how to create this assignment and ultimately met with CIRT staff from the support and instructional design teams, who collaborated to refine the technical requirements and define a method for implementation.

The tool used for implementation had to:

- Have a method to display the instructions and questions of each scenario
- Collect and keep track of each student's choices for each scenario
- Generate random numbers within specified ranges, and store those numbers for each student
- Include answers and generated outcomes from previous assignments into later assignments

Thoeni and CIRT created an implementation plan that used Qualtrics to deliver the assignments and calculate the random numbers and any other formulas required. Qualtrics was selected as the delivery tool because of its ability to import data and call embedded fields from an Excel spreadsheet and then use those data to customize each student's assignment based on their past choices.

In its first iteration this semester, more than 450 students have participated in each of three of the four stages and initial feedback is positive. Students are not only making the choices, but explain why they made their choices. This is resulting in students exploring the concepts in a much more introspective way than if they just answered the same questions on an exam. Two students are even applying their new knowledge to actually helping musician friends market their bands.



The steps for the creation and facilitation of this progressive assignment are available [here](#). If you are interested in learning more about creating scenario assignments in Qualtrics, please contact CIRT at (904) 620-3927 or cirtlab@unf.edu.

▲ [Return to top](#)

Director's Message: 2017 Technology Surveys Debrief

Dr. Deb Miller, Senior Director

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Ever wonder what other faculty think about technology or the growth of online education? Two recent survey reports provide an observation of national faculty behaviors and perceptions on these topics. Campus Technology's [Teaching with Technology Survey](#) polled 232 instructors and focused on general attitudes toward technology, hardware use, and instructional modalities. The [Survey of Faculty Attitudes on Technology](#) captured data from a larger number of faculty and administrators respondents and focused on questions around assessment, course materials, and online programs.

Respondents in the 2nd annual Campus Technology survey were overwhelmingly positive about the value of technology in higher education, with 80% reporting a positive impact. Similarly positive responses were found for items related to technology making job easier (73%), having a positive impact on teaching (85%), and having a positive impact on student learning (81%). Laptops remain the most valued device for teaching and learning, and 3D scanners and detachable tablets were ranked as the most desired in the classroom.

Digital textbook use was 18%, up 5% from the 2016 survey, and 74% of instructors reported using a mix of digital and paper-based textbooks. The vast majority (73%) of instructors reported teaching in a blended (face-to-face and online) environment, with 61% percent reporting that they require students to review recorded lecture or other course content before class meetings and use class time to facilitate active learning activities. These respondents are optimistic about the future of technology with 98% responding that it will play a positive role in education in the future. Virtual reality, 3D modeling, and personalized learning were identified in the top important technologies for the coming decade.

Campus Technology Respondents n=232

68% come from public institutions
72% are at 4 year colleges/universities
81% have 11 or more years in HE
45% come from institutions with greater

Inside Higher Ed's 6th annual Survey of Faculty Attitudes on Technology comes to us from Jaschik and Lederman, in association with the Gallup organization, and focused primarily on the online learning-related behaviors and perceptions of instructors and campus leaders.

The percentage of respondents who taught an online course increased to 42%, up from 30% just four years ago. Faculty members are split evenly about whether online courses can achieve the same learning outcomes as face to face, with instructors who have taught online more likely to believe online instruction can achieve equivalent outcomes. The majority of faculty respondents (71%)

Inside Higher Ed Respondents

n= 2,360 instructors
n= 102 campus leaders

68% come from public institutions
72% are at 4 year colleges/universities
53% have 10 or more years at their

reported that the experience of teaching online improved their overall teaching practices across modalities.

A small minority of faculty members (24%) believe students have a sufficient understanding of plagiarism and 48% require students to submit papers through plagiarism-detection software, though only 59% are confident that these tools detects all or most cases of plagiarism.

Despite their skepticism about learning outcomes in online instruction, this group is also optimistic about the use of technology in education, with 97% of campus leaders and 62% of faculty members in favor of the increased use of technology in higher education.

Kelley, R. (2017). Teaching with Technology Survey. Retrieved from Campus Technology: https://digital.1105media.com/CampusTech/2017/CAM_1707/SY_1707Q1_701925010.html#p=25

Jaschik, S. & Lederman, D. (2017). Survey of Faculty Attitudes on Technology. Retrieved from Insider Higher Ed: https://www.insidehighered.com/system/files/media/2017%20Survey%20of%20Faculty%20Attitudes%20on%20Technology_0.pdf

▲ [Return to top](#)

Upcoming Events

**Registration is required for this event.*

BEST PRACTICES ACCESSIBILITY AND UNIVERSAL DESIGN IN ONLINE COURSES*

Wednesday, November 15, 2017

CANVAS 101*

Thursday, November 16, 2017

GETTING STARTED WITH UNF FACULTY DOMAINS*

Thursday, November 16, 2017

GETTING STARTED WITH A WORDPRESS WEBSITE ON UNF FACULTY DOMAINS*

Friday, November 17, 2017

▲ [Return to top](#)

Digital Thinking: Faculty Bio Tool

Michael Boyles, Graphic Designer

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The University of North Florida has approximately 560 full and part time faculty. Faculty ranks include full, associate and assistant professors in either tenured or tenure-earning positions - lecturers, instructors, librarians, and part-time faculty. Our faculty are affiliated with one of six colleges: Arts and Sciences, Brooks College of Health; Coggin College of Business; College of Computing, Engineering and Construction; College of Education and Human Services; and Hicks Honors College. Our faculty bring to the community of Jacksonville, and the world, a tremendous amount of expertise in areas from aging and art to weather and zoology. The Faculty Bio website has been developed to reach both internal and external community members.

The Faculty Bio page allows a faculty member to introduce themselves to the community and to share their expertise, education, affiliations, publications and more. The entire Faculty Bio website is available to the public and can be a great resource for news media when searching for an expert in a specific field. They are also a great resource for networking across the UNF community, to find someone you may want to partner with on projects, or just to share ideas.

All of the Faculty Bio pages follow a standard [template](#). The page lists the faculty member's name, title, department and college, phone number, office location and email address, expertise, and other pieces of pertinent information.

The goal of this project was to consolidate faculty profiles and provide a one-stop resource for various constituencies to get faculty information (media, institutional advancement, Academic Affairs, ORSP, etc). This also addresses a common need for access to an

accurate faculty listing which is automatically updated based on Human Resources data (deleted, revised to reflect new title, etc), and to provide a global directory, a college-level directory, and a department-level directory of faculty.

Areas of Expertise

These are identified by single words or two-word phrases that capture your areas of expertise - words that best describe your areas of interest and align with your research and teaching. For example, you might use key words such as: shark, archaeology, renaissance, history of medicine and public health. All of these should be separated by a comma.

Profile Image

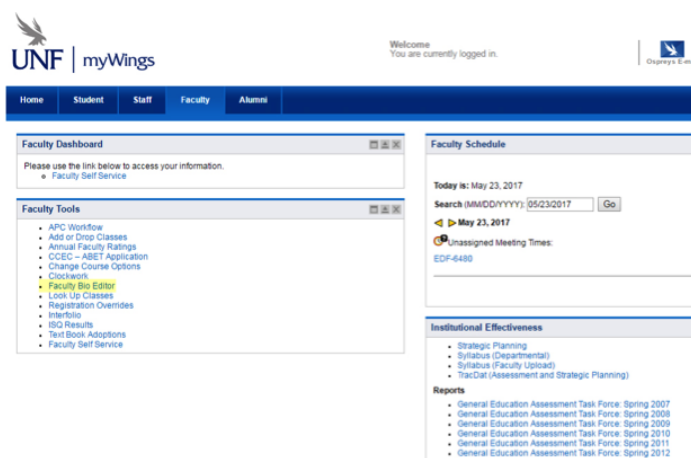
You have the opportunity to upload a photo of yourself on the page. This can be beneficial for students in online courses to gain insight into their professor. If you need a more current head shot, CIRT will be happy to assist you with this.

How to View your Faculty Bio

You can view the master directory at <http://www.unf.edu/bio> . Or, you can go directly to your individual bio by adding your "N" number after the last slash: www.unf.edu/bio/N00009857 . Your faculty bio is public and you may share this link to anyone who wishes to view it.

How to Edit your Faculty Bio

Your Faculty Bio is available through [myWings](#) . Login and go to the faculty tab. Here you will find the "Faculty Bio Editor." link to update your information. This will take you to the edit screen.



Synchronized Fields

Certain fields in the Faculty Bio are automatically synchronized with information from other units on campus. For example, if you relocate to another office, your new location will be updated with the work order to move your phone. If you have a change in your title, it will be updated automatically when the paperwork is final in Human Resources.

Active and Inactive Users

Faculty Bio pages are automatically created for new faculty. This basic page includes the synchronized fields, such as name, title, credentials and department. new faculty members complete their Faculty Bio page as soon as possible. If a faculty member becomes inactive or leaves the University, their Faculty Bio is automatically disabled.

"How To Create Your Bio" step-by-step instructions can be found [here](#) .

If you are interested in learning more about the Faculty Bio tool, or would like assistance with creating your page, please contact CIRT at (904) 620-3927 or cirtlab@unf.edu.

[▲ Return to Top](#)

Best Practices Online: Video in Arc

Alison Archer, Instructional Designer

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Overview

The Universal Design for Learning (UDL) principles guide educators to provide content using multiple means of representation (CAST, 2012). One popular modality for presenting instruction in an online course is through the use of video.

While there is increased enrollment in online courses with video instruction, not all students enrolled in these courses are viewing the videos, and even fewer are viewing videos in their entirety (Costley, 2017). So what makes a video worth watching from the student perspective? Studies show students want short, interactive videos that are in some way tied to the course grade.

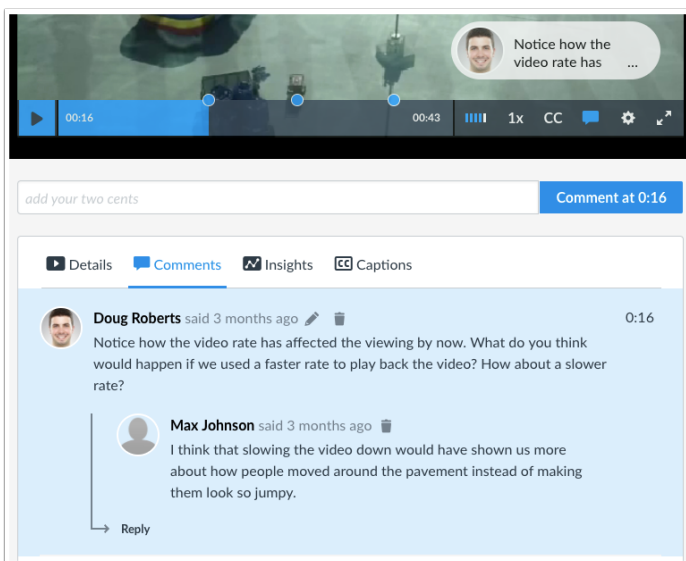
One study examining how video production affects student engagement found students' median engagement time to be six minutes. This study also found the most engaging video types to be an instructor's talking head interspersed onto presentation slides, lectures prepared purposefully for online student use, and tablet drawing tutorials (Guo, 2014). Additionally, videos that incorporate elements of interaction are more likely to garner sustained viewing. In the words of Benjamin Franklin, "Tell me and I forget. Teach me and I remember. Involve me and I learn."

Analytics reveal that a higher number of views occur when the video is in direct connection to a course assignment (Hibbert, 2014). Another study proposed holding students accountable by making video views mandatory and a factor in students' grades (similar to mandatory attendance or participation in a face-to-face course) (Costley, 2017). Offering instructional videos just-in-time (a few hours before an assessment or a face-to-face class) is another strategy to promote student engagement (Novak, 2011).

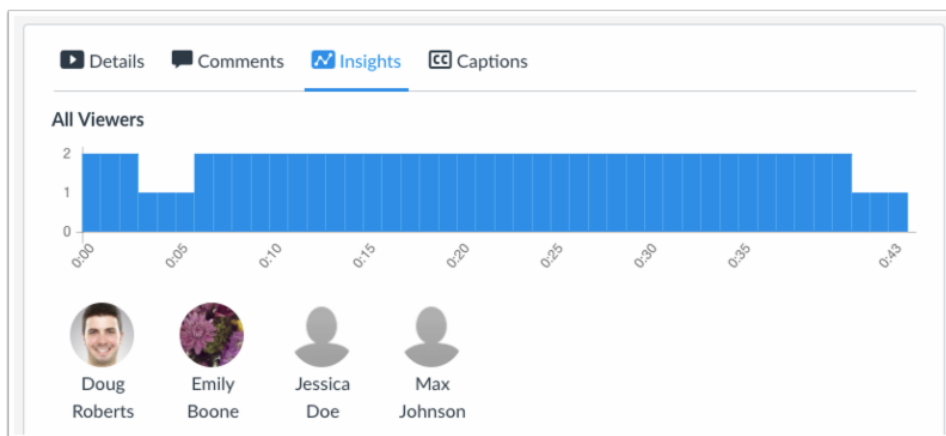
In Practice

Arc is a media platform offered within Canvas. Video and audio files and YouTube videos can be loaded to Arc and stored in a library, embedded within a course, or shared with others. A few features that can be leveraged to engage students include:

- **Commenting:** Enabling the Arc commenting featuring is one way to provide opportunity for interactivity within a video. Instructors and students can ask questions or start a conversation by commenting directly on the video timeline.



- **Insights:** These video analytics provide information on which videos students are playing, which parts they are playing, and for how long they are playing.



- **Captioning:** Users can request automatically generated captions for files added to the Arc media library. Captions provide access to those who are deaf, hard-of-hearing, or for whom English is a second language. Captioning can be of benefit to all users by serving as an additional means of representation and allowing for text searchability to locate a specific point within the media.

The following case study employs some of the best practices for video in Arc.

An anatomy instructor creates a five-minute video on the abdominal cavity. The video contains the instructor's talking head interspersed onto presentation slides. Throughout the video recording the instructor poses questions like "What are some ways the abdominal cavity functions are similar to other major body cavity functions?". The instructor uploads the video file to Arc for

storage in her media library. She requests for the system to generate captions. The instructor then embeds the video within a page in her Major Body Cavities module, enabling the commenting feature. The presentation file used in the video is also made available on this page. She includes text preceding the video that instructs students to answer one question using the commenting feature. In the syllabus and Start Here module, the instructor has outlined a points system for participation that includes responses to embedded questions within the video lectures. As students comment on the video, the instructor replies to the comments with feedback. The instructor also monitors video insights throughout the length of the module. In the instructions for the quiz at the end of the Module, the instructor reminds students that there will be questions from the content in the video and links back to the page containing the video.

Additional Resources

Arc Guide

References

Center for Applied Special Technology. (2012). What is universal design for learning. Retrieved from <http://cast.org/udl/index.html>

Costley, J., Hughes, C., & Lange, C. (2017). The effects of instructional design on student engagement with video lectures at cyber universities. *Journal of Information Technology Education: Research*, 16, 189- 207. Retrieved from

<http://www.informingscience.org/Publications/3728>

Guo, P. J., Kim, J., & Rubin, R. (2014). How video production affects student engagement: An empirical study of MOOC videos. *Proceedings of the first ACM conference on Learning at Scale*. ACM, 2014.

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Novak, G. (2011). Just-in-Time Teaching. *New Directions for Teaching and Learning*, (128) p. 63-73, Wiley Online Library DOI: 10.1002/tl.469.

[▲ Return to top](#)

Canvas News

Ross Bell, Assistant Director of Online Learning Support

Recording Attendance in Canvas

Recently instructors have been asked to provide additional attendance and activity information for students who withdrew courses. Canvas does a good job in recording all of a student's activity in a single course and the student [Access Report](#) provides an easy to read single student activity dashboard, but it does not make for a true attendance tool. If you are interested in recording attendance in Canvas, CIRT has developed a guide with different attendance options for you to choose from. Each option comes with its own strengths giving you the choice to decide which one works best for your course. <http://canvaskb.cirtunf.org/knowledge-base/options-for-recordingviewing-attendance-in-canvas/>



UNF Grade Transfer Tool

UNF's Grade Transfer tool is available in Canvas to assist you in transferring final grade from Canvas to myWings. The tool allows you to transfer grades more than once and provides for last date of attendance entry from Canvas. Full details and instructions are available on the Registrar's Faculty and Staff Resources page, [Guide to Transferring Canvas Grades to MyWings](#).

Canvas Teacher App

The Canvas Teacher app allows teachers to manage their courses and use Canvas more efficiently from a mobile device. This app provides quick access to grading submissions, communicating with students, and updating course content. Download the Canvas Teacher app on Android and iOS devices.

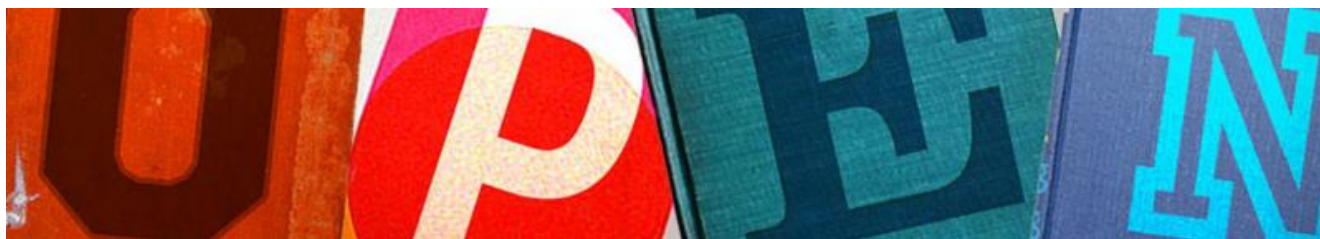
The Canvas Teacher app replaces the SpeedGrader app on Apple and Android devices, but the [SpeedGrader feature in the Canvas gradebook](#) remains unchanged.

[Mobile Guides - Canvas Teacher](#)

For any Canvas questions, contact CIRT at 620-3927 or cirtlab@unf.edu.

[▲ Return to top](#)

Reminder: OER Initiative



A recent study of more than 20,000 Florida college students found that textbook prices caused 67 percent of them to not purchase a required textbook and 26 percent to drop a class. UNF's Open Educational Resources (OER) Initiative is a joint project by the Center for Instruction and Research Technology (CIRT) and the Thomas G. Carpenter Library that seeks to lower college costs for UNF students by encouraging UNF faculty to adopt quality open resources in their courses and by supporting their efforts to do so.

For more information on this effort and to submit a proposal, you may visit the UNF Open Educational Resources (OER) Initiative website at <http://www.unf.edu/cirt/oer/open-educational-resources-initiative.aspx>. The deadline to submit a proposal has been extended until November 27.

▲ [Return to top](#)

2nd Annual DHI Projects Showcase



On Wednesday, November 8, 10-noon, the UNF Digital Humanities Initiative (DHI) hosted its second annual Digital Projects Showcase. This event featured over twenty interactive poster presentations by faculty, staff and students from the College of Arts and Sciences, the Coggin College of Business, the College of Computing, Engineering, and Construction, the College of Education and Human Services, and the Hicks Honors College at UNF. We were also joined by Bob Nawrocki of the St. Augustine Historical Society and Matt Berseth of NLP Logix. Like last year's inaugural event, the 2017 showcase highlighted the digital research that is happening at UNF, and the creative energy of the growing cross-disciplinary Digital Humanities community at our university. The Showcase also made clear the singular role played by undergraduate students in advancing digital research agendas at UNF. Both on their own and through work with faculty and staff, these students are taking the lead in exploring innovative technologies, methodologies and models for

collaboration. View a gallery of photos from the showcase [here](#).

▲ [Return to top](#)

Canvas 24 Hour support

Did you know that you and your students have access to 24/7 Canvas support? By clicking the Help button from the bottom of the [Global Navigation](#) bar you can get immediate help with Canvas anytime. From the [Help Menu](#) you can receive immediate support via chat or, if it is not a pressing issue, you can log a support case. If you prefer phone support the Canvas Support Hotline number, 1-833-665-7261, is available 24/7 with live support representatives standing by. The Hotline Support Number for students is 877-399-9102.

▲ [Return to top](#)



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Deb Miller, Editor

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